

## Improving Ability of Teachers in Action Learning of Mathematic Through Using Environment of School as Source of Learning

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### ABSTRACT

Learning Aproach wich much dominated by Teacher role (Teacher Centered) change to be the *student as centered*). Active Learning. Innovation, Creative, efective, enjoyment and high quality. through using environment of school as source of learning as a way to give opportunity to students for creatively, participvate and motivated in learning Mathematic.

This Research Designed in the form of School Action Research consist of two cycles. The subject of the Research are Mathematic Teachers and Science Teachers in SMKN 1 Papalang, District of Mamuju, West Sulawesi.

In the first cycle, average values got from Evaluation enthusiastic of Teacher in discussion are 78,50 or enough category, and in the second cycles, average values are 87,50 or good category. In the first cycle, average values got from Evaluation Scenario of Learning are 76,88 or enough category, and in the second cycles, average values are 86,68 or good category. In the first cycle average values got from Evaluation of Learning Action are 77,07 or enough category and in the second cycle are 85,99 or good.

According to analysis of the data above could be concluded that there is improvement of values from each object (Evaluation Enthusiastic of Teacher in discussion, Evaluation Scenario of Learning, Evaluation of Learning Action).

I would like to suggest to the teachers in order to use school environment as source of learning in arrange Action Plan, Scenario of Learning and Action Learning.

Key word: School Environment, Learning source, Teacher's Enthusiastic, Scenario of Learning, Action of Learning.

### A. Background.

Utilizing the school environment as a learning resource into alternative learning setrategi to provide theoretical and practical proximity to the development of an optimal student learning outcomes. Ekowati (2001) said, utilizing the school environment as a learning resource is a form of learning that berfihak the excavation and discovery learning through (experiencing) and linkages (relating) the subject matter in the context of real-life experience through project activities. In this learning with the teacher acting as setrategi metacognitive coach that helps learners to find the learning materials, integrating knowledge and skills in preparing reports and in the appearance of the results in the form of presentation.

Preliminary observations made in research target schools, teachers in these schools take advantage of the school environment as a learning resource is only two to three times in one semester. Teachers often present lessons in the classroom even though the material is presented related to the school environment. From the interviews conducted by the researcher, most of the teachers admitted reluctantly invites students to learn outside the classroom, for reasons difficult to supervise. In

addition there are teachers who said that they could not take advantage and do not know the school environment as a learning resource.

In the course of the discussion, teachers can share experiences in the use of the school environment as a learning resource to achieve optimal learning outcomes. Research in Ekowati Mohamad Nur (2001) showed discussion group has very positive effects for teachers who experience a low level and the high level of experience.

## **B. Identification Problem.**

Based on the background mentioned above, as well as the observations of researchers through supervision, then the problem can be identified as follows:

1. Approach learning more dominated by the role of the teacher, and the teacher is the only source of learning, in addition to textbooks.
2. Learning developed in classes seems to be more emphasis on reproductive thinking, emphasis on memorization and search for the correct answers to the questions given
3. Teacher in the learning activities have not been able to apply the model, motode or learning strategies appropriate to the characteristics of the material being taught so that less students develop reasoning power optimally.
4. The process of learning the teachers very rarely take advantage of the school environment as a learning resource, although the subject matter is related to the school environment.

## **C. Problem Formulation**

The purpose on tis paper is, Was utilize the school environment as a learning resource teachers improve learning in the implementation of the scenario and action teaching?

## **D. Solving Prolem.**

Based on the above problem formulation, can be determined in the action hypothesis is school action research: Harnessing the school environment as a learning resource to enhance the teachers' ability to implement role in learning.

## **E. The Aims, and Contribution of Research**

### **1. Aims**

Based on the above formulation of the problem, the purpose of the school action research conducted is:

“To improve the ability of teachers in the implementation of learning scenarios and action teaching by utilizing the school environment as a learning resource. at SMKN 1 Papalang Mamuju.

### **2. Contribution of Research**

Classroom Action Research is expected to provide significant benefits for:

- a. For students, student activities oriented to learn and improve, and accelerate the understanding of the concepts in each lesson.
- b. For Teachers, can enhance the learning method applied in schools so as to improve kreativiats, motivation and student learning outcomes.

- c. For Schools, may motivate other teachers to enhance teaching methods and strategi implemented in schools in an effort to improve student learning outcomes.
- d. School supervisor, may assist in guiding teachers and principal teachers in the execution of their duties so as to improve the competence and professionalism.
- e. For the Department of Education or a related institution as an input to policy makers / decision in an effort to improve the competence and professionalism.

## F. Litetature

### 1. Using environment of School as Resource Learning

One alternative learning method in accordance with the approach of Active Learning Innovative Creative and Effective Excited Weighted Fun is learning to take advantage of the school environment as a learning resource. Environment is a unitary space with all objects and living beings circumstances including man and his behavior and other living organisms. Environment as a learning resource can be defined as everything that is around or around the child (other living things, inanimate objects, and human culture) that can be used to support teaching and learning activities.

Community learning resources can be used for the benefit of the learning process of science, social science and the other, one of them through the survey area. Through a survey of area students will find learning resources in the community so as to foster the motivation to make the values of learning outcomes in order to improve the understanding and improvement of the subject matter. (Sarman, 2005: 3)

The values of the community learning resource uses are: (1) connecting the curriculum with community activities to develop awareness and sensitivity to social problems; (2) use of personal interests will lead learners learning more meaningful for him; (3) study the conditions of the community is an exercise of scientific thinking (scientif method); (4) studied the community will strengthen and enrich the curriculum through practical implementation in real situations; (5) students gain direct experience of concrete, realistic and verbal. (Douglas and Mill in Rusyan 2001: 152)

Utilization of the school environment as a learning resource to direct the actual events or circumstances or natural state so that more real, more factual and truth more accountable.

The real benefit to be gained by exploiting this environment are: (1) providing a variety of things that can be learned child, (2) allows the learning process more meaningful (meaningful learning), (3) allow for the formation of the personality of the child, (4) learning activities will be more appealing to children, and (5) foster student learning activities (learning activities). (Badru Zaman, et al. 2005)

### 2. Group Discussion

Then the group discussion is a learning activity that is carried out jointly. Discussion groups basically solve problems together. This means that each member also contribute ideas and opinions in solving these problems. Group discussion is an activity of learning to solve problems together, so it will get better results. (Tabarani and Daryani in Kasianto, 2004)

Based on the description above, it can be concluded that the process of group discussion is an attempt by individuals to obtain a change in behavior as an individual experiences in their interaction with the environment is carried out jointly or in groups.

### 3. Scenario of Learning.

Aspects of assessment of learning scenario consists of (1). Learning scenarios with minimal load criteria is subject, class, semester, time allocation, standards of competence, basic competence, learning materials, tools / media, learning resources and assessment, (2). The suitability of the subject matter with the media, with kreteri learning strategy is the subject matter in accordance with the tools / media, teaching methods, learning steps or activities early, core, and cover, (3). Connection with the selection of subject matter learning resources with subject matter kreteri is minimal use of learning resources both within the school environment inanimate objects hidupmaupun kind of socio-cultural. (4). Correspondence between learning objectives with the source material and the assessment is kreteri learning resources and assessment should be appropriate to the learning objectives

### 4. Action Of Learning

Aspects of the implementation of learning assessment consists of, (1) a preliminary or initial activity with the criteria is the minimum initial activity there apperception, Motivation, and delivery of learning objectives (2) the criteria is the core activity in core activities, at least the teacher using the strategy pattern grip and Thinking (Having children, no interaction, no communication or percentage, there is integration with other subjects and repleksi lesson, (3) ability to link teachers with the subject matter of the school environment with minimal teacher criteria using two existing learning resources kitannya the school environment, (4) the ability of teachers to give real examples that exist in the school premises minimal criteria teachers can give five examples of real learning resources that exist within the school. (5) ability to make evaluations relate to the use of the school environment as a source of learning, the teacher is the minimum criteria to five meteri lesson items were related to the utilization of the school environment as a learning resource (6) Cover the end of the lesson or activity with minimal teacher kreteri provide reinforcement and moral messages.

## G. METHODOLOGY OF RESEACH

### 1. Area of Research

Action Research School is located at SMK 1 Papalang Mamuju District which is one of the partner schools of researchers, which is aimed at teachers of subject areas. The main reason is from observations and information from the teacher, that almost all teachers rarely and never even take advantage of the school environment as a learning resource.

Type of action in this study is a real action that is guiding teachers understand utilizing the school environment, learning and implementation scenarios for learning by utilizing the school environment as a source of learning through group discussions.

## 2. Planning

Forms of action in the form of research supervision (group counseling) to teachers, to be able to arrange the learning and execution of learning scenarios by utilizing the school environment as a learning resource effectively. In detail, the kind of action in this study are:

- Conveying information about the use of the school environment as a learning resource.
- Guiding teachers prepare learning scenarios relating to the use of the school environment as a learning resource.
- Guiding teachers in the use of the school environment as a learning resource.
- Guiding teachers in implementing learning by utilizing the school environment as a learning resource.

## 3. Action Research

The procedure of the research is to use action research model developed by Kemmis school & Taggart (2000), which, in principle, there are four stages of activities, namely, action planning (planning), action (action), action observation and evaluation process (observation and evaluation ) and reflection (reflecting).

Flow chart of research should be follow such figure below :

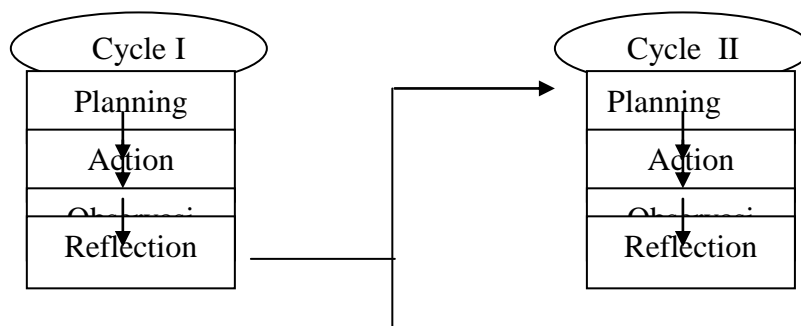


Figure 0.1. Flow chart of Research

Detailed procedure action is :

- Divide the teachers into two small groups.
- Researchers shed light on the use of the school environment as a learning resource.
- Teachers prepare learning scenarios by considering the school environment as a learning resource in the discussion group.
- Researchers led a group of teachers in developing learning scenarios.
- Representative of the group of teachers present learning scenario.
- Researchers provide input to the learning scenario that has made the group of teachers.
- Teachers implement the learning scenarios in which the actual learning process.
- Researchers evaluated the ability of teachers to implement the learning scenario.
- Teacher in group discussions to share experiences related to the implementation of the learning environment Utilizing school as a learning resource.

#### 4. Reflection

Based on observations during the activity and results of the evaluation meeting at the end of the second cycle, then continued with a reflection on the conduct and results of the activities that are already underway.

When teachers have obtained a score of 80-89, the ability of teachers utilizing the school environment as a source of learning is good. If the score is less than 80, should follow in supporting them.

### H. Description Of The Result Data Analysis

#### 1. Analysis for the first

Based on the above data it can be seen, that the initial observations at SMK 1 Papalang Mamuju District, all classroom teachers and teachers of rarely and never even take advantage of the school environment as a learning resource, this is caused by a lack of understanding and the ability of teachers to use the environment school as a learning resource. After being given the actions through the first cycle, there is an increase in the ability of teachers to take advantage of the school environment as a learning resource. Of the 8 people involved teachers, 5 teachers have got a score in the category of "good" while the 3 people in the category "enough". Therefore, proceed with the second cycle which results in general there is an increase towards better that 75% of teachers are already getting a good category with an average score of 80-89.

Assessment of learning scenarios in the form of lesson plan (RPP) results include the category of "pretty" with an average value of 78.88. This suggests that the ability of the teacher in preparing learning scenarios by utilizing the school environment as a learning resource needs improvement.

Assessment utilization of the school environment as a learning resource in the classroom activities, the results include the category of "pretty" with an average value of 77.09. This suggests that teachers in implementing the use of the school environment as a source of learning through classroom activities is not optimal, so it needs improvement.

#### 2. Analysis for the Second.

In the second cycle, the activities carried out are discussed barriers experienced in developing and implementing learning scenarios in the classroom in the first cycle, as for a detailed description of its activities as follows:

In the preparation of learning scenarios, especially in the aspect of 1, 2 and 4 teachers to revise, guided by teachers who have been able, with the guidance of investigators / supervisors. In the implementation of learning in the classroom, on aspects related to the barrier 1. Initial activity, aspects 2. Activity core, 3 aspects. Teacher's ability to relate the subject matter to the school environment, and aspects 6. Closing lesson, the teacher discusses the obstacles to be guided back the supervisor / researchers. Prior to the implementation of learning in the classroom, first performed by using simulation or modeling as a student teacher group members.

Data obtained from observation of the attitude of teachers in the second cycle, when analyzed there is an increase towards the improvement which are in the category of "good", with an average value of 87.50. As for the assessment of



learning and assessment scenarios learning implementation, each also no improvement towards a better, namely: for learning scenarios are in the category of "good" with an average value of 86.68, and for the assessment of the implementation of learning in the classroom are in the category "good" with an average value of 85.99. By looking at the results of the second cycle, the reflection of the results obtained by researchers in this second cycle is an increase in the ability of teachers utilizing the school environment as a learning resource. This is evidenced by the average value obtained in programmed learning in the classroom and in their implementation, which has demonstrated an increase in the ability of teachers to take advantage of the school environment as a source of better learning has reached the specified criteria.

In detail, the acquisition value of the average increase in teachers' ability to take advantage of the school environment as a learning resource that is the average value of the observation results of the discussions of 78.50 in 87.50 in the first cycle to the second cycle there is an increase in the learning scenario exercise 9.00 average value average 76.88 in 86.68 in the first cycle to the second cycle there is an increase of 9.80 learning activities in teaching and learning or the average value of 77.09 in siklus I to 85.99 in the second cycle, there is an increase of 8.90.

## I. Closing

From the foregoing discussion it can be deduced and suggestions as follows:

1. There is increasing the ability of teachers in the implementation of the learning scenario worth 9.80 (86.68 to 76.88) to take advantage of the school environment as a learning resource in SMK 1 Papalang District Mamuju
2. There is increasing the ability of teachers in the implementation of learning valued at 8.90 (85.99 to 77.09) with the use of the school environment as a learning resource in SMK 1 Papalang District Mamuju Advice From the above conclusions it is recommended
4. Especially teacher at SMK 1 Papalang District Mamuju, in the scenarios for learning as much as possible in order to take advantage of the school environment and the environment in accordance with the material students are learning as a learning resource,
5. To the schools, in order to always provide motivation for other teachers to enhance the implementation of the scenario and applied learning in school,

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